

**THE EFFECTIVENESS OF WRITING IN THE HERE AND NOW
STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN
RECOUNT TEXT AT THE SECOND SEMESTER
OF THE EIGHTH GRADE OF SMP 1 SWADIPHA
IN THE ACADEMIC YEAR 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

THE EFFECTIVENESS OF USING WRITING IN THE HERE AND NOW STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE EIGHT GRADE OF SMP SWADHIPA 1 NATAR IN THE ACADEMIC YEAR 2019/2020

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The purpose of this research is finding out whether there was a significant effectiveness of using Writing in the Here and Now Strategy at the Second Semester of the Eight Grade of SMP Swadhipa 1 Natar in the Academic year 2019/2020. There are many problems that can make students get difficulties in writing, such as confused in grammar and structure, less of vocabulary, also the students get difficulties to express their ideas, therefore, the researcher get problem statement that; is there any significant effect of writing in the here and now strategy towards students' writing ability in recount text at the second semester of the eight grade of SMP Swadhipa 1 Natar?

To answer the problem statement, In this research, the methodology that used by the researcher was Quasi experimental design with pre- test and post-test. There were two variables in this research, the independent variable was Writing in the Here and Now Strategy (X) and dependent variable was the students' writing in recount text (Y). The population of this research was students of the eight grade of SMP Swadhipa 1 Natar. The sample of this research were two classes consisting of 25 students for experimental class and 27 students for control class. In collecting the data, the instrument there were pre-test and post-test. After giving the post-test, the researcher analyzed the data by using SPSS.

From the data analysis computer by using SPSS, it was obtained that Sig = 0.028. It means H_a is accepted because Sig < 0.050. So, there is an Effectiveness of Writing in the Here and Now Strategy towards Students' Writing Ability in Recount Text at the Second Semester of the Eighth Grade of SMP Swadhipa 1 Natar in the academic year of 2019/2020.

Keywords: *Experimental Design, Recount Text, Writing in the Here and Now Strategy, Writing, Writing Ability*



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STUDENTS' WRITING ABILITY IN RECOUNT
TEXT AT THE SECOND SEMESTER OF THE
EIGHT GRADE OF SMP SWADHIPA 1 NATAR IN
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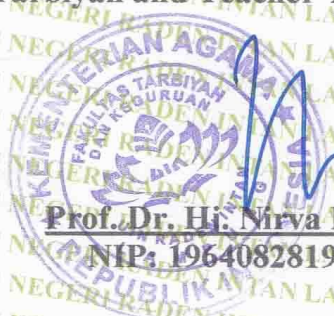
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DECLARATION

I hereby that this thesis entitled “ The Effectiveness of Writing in the Here and Now Strategy Towards Students’ Writing Ability in Recount Text at the Second Semester of the Eight Grade of SMP Swadhipa 1 Natar in the Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statement, ideas , and references from various sources and they are properly acknowledged in the next.



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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِّكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ

جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

If the Ocean Were Ink (wherewith to write out) the Words of My Lord, Sooner Would the Ocean be Exhausted than Would the Words of My Lord, Even If We Added Another Ocean Like it, for Its Aid .

(QS. Al- Kahfi: 109)

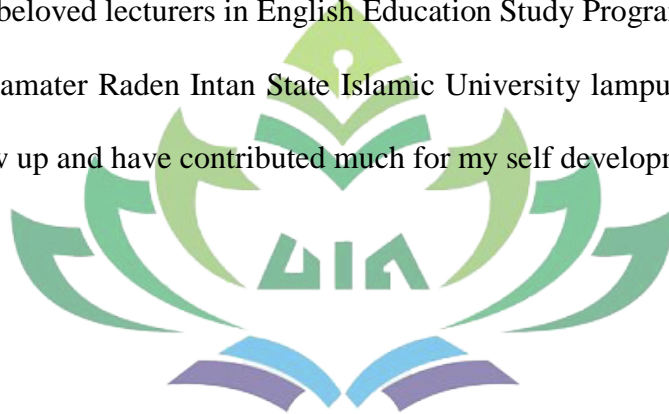


¹ Abdullah Yusuf Ali, *the Holy Qur'an Text and Translation*. (Islamic Book Trust: Kuala Lumpur, 2005), p. 356-357

DEDICATION

I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere.
2. My beloved parents, Mr. Sudarsono and Ms. Mida Ningsih who always love me and keep on praying for my success and life. Thanks for all the best that is given to me, I love them so much.
3. My beloved young brother Adam Baehaqi Tsani who loves, care, and support me until this thesis is done.
4. My beloved lecturers in English Education Study Program and my beloved Almamater Raden Intan State Islamic University lampung, who made me grow up and have contributed much for my self development.



CURRICULUM VITAE

The researcher is Suci Kurnia Mahardini. She was born in Sidomukti on June 06th 1997.

She is the first child of two children of Sudarsono and Mida Ningsih. She has young brother whose name is Adam Baehaqi Tsani.

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2019
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TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL.....	iii
DECLARATION.....	iv
MOTTO	v
DEDICATION.....	vi
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT	viii
LIST OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF APPENDICES.....	xv
LIST OF FIGURES	xvi
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	8
C. Limitation of the Research.....	9
D. Formulation of the Research.....	9
E. Objective of the Research	9
F. Uses of the Research.....	9
G. The Scope of the Research.....	10
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Concept of Writing	11
1. Definition of Writing	11
2. Aspects of Writing	12
3. Concept of Writing Ability	13
4. Concept of Writing Process	14
B. Concept of Text	16
1. Defintion of the Text.....	16
2. Types of Text	18
3. Concept of Recount Text	20
4. Types of Recount Text.....	21
5. Gneric Structure of Recount Text	22
6. Language Features in Recount Text.....	23
C. Concept of Writing in the Here and Now Strategy.....	24
1. Definition of Writing in the Here and Now Strategy.....	24
2. The Procedure of Writingin the Here and Now Strategy	26
3. The Advantages of Writing in the Here and Now Strategi	27
4. The Disadvantages of Writing in the Here and Now Strategy.....	28

D. Concept of Teaching Writing by Using Writing in the Here and Now Strategy Towards Students Writing Ability	29
E. Concept of Expository Strategy	30
1. Definition of Expository Strategy	30
2. Procedure of Expository Strategy	31
3. Advantages and disadvantages of Expository Strategy	32
4. Teaching Writing Recount Text by Using Expository Strategy	34
F. Frame of Thinking	34
G. Hypothesis	35

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	36
B. Variable of Research.....	37
C. Operational Definition of Variable	38
D. Population, Sample and Sampling Technique	39
E. Data Collecting Technique	41
F. Research Instrument	41
G. Research Procedure.....	42
H. Scoring Scale for Evaluating Students Writing ability in Recount Text	43
I. Validity and Reliability of the Test.....	46
J. Data Analysis	49

CHAPTER IV RESULT AND DISCUSSION

A. Data Description	52
1. Description of First Treatment.....	53
2. Description of Second Treatment	54
3. Description of Third Treatment	55
B. Result of Research	55
1. Result of Pre-test.....	56
2. Result of Post-test	57
C. Data Analysis	58
a. The Result of Normality Test.....	58
b. The Result of Homogeneity Test	59
D. The Result of Hypothetical Test	60
E. Discussion.....	62

CHAPTER V CONCLUSIN AND SUGGESTION

A. Conclusion	64
B. Suggestion.....	64
1. For the Teacher	65
2. For the Students	65
3. For the Next Researcher.....	65

REFERENCES

LIST OF TABLES

Table 1 Students' score of Writing Test	4
Table 2 Example of Recount Text	24
Table 3 Pre-Test and Post-Test Design	37
Table 4 The Number of Students	39
Table 5 Normality of The Experimental and Control Class	53
Table 6 Homogeneity Test	59
Table 7 Independent Sample T-test.....	60



LIST OF FIGURES

	Pages
figure 1 : Result of the Pre-Test in Experimental Class	56
figure 2 : Result of the Pre-test in Control Class.....	57
figure 3 : Result of the Post-test in Experimental Class	57
figure 4 : Result of the Post-test in Control Class	58



LIST OF APPENDICES

Appendix1	Appendix 1 List Interview of the Students	69
Appendix2	List Interview of the Students.....	70
Appendix3	Syllabus	71
Appendix4	Lesson Plan in Experimental Class	77
Appendix5	Lesson Plan in Control Class.....	106
Appendix6	Validity of the Teacher	116
Appendix7	Instrument Writing for Pre-Test	118
Appendix8	Instruments Writing for Post-Test	119
Appendix9	Students Name of Try Out (Readability).....	120
Appendix10	Readability of Writing Test	121
Appendix11	Result of Readability Test	122
Appendix12	Students Name of Experimental Class	123
Appendix13	Students Name of Control Class.....	124
Appendix14	Students Score in Experimental Class.....	125
Appendix15	Students Score in Control Class	126
Appendix16	Result of Analysis Score Pre-test and Post-test in Experimental Class.....	127
Appendix17	Result of Analysis Score Pre-test and Post-test in Control Class	128
Appendix18	Result of Statistics Pre-test and Post-test in Experimental Class	129
Appendix19	Result of Analysis Score Pre-test and Post-test in Control Class	130
Appendix20	Normality and Homogeneity Test	131
Appendix21	Independent Sample T-Test.....	132
Appendix22	Reliability of Experimental Class.....	133
Appendix23	Reliability of Control Class	134
Appendix24	Documentation of the Research.....	135

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is a way of communicating that is done by communicating our message in writing to the reader. According to Ubaidillah Rahman, et al., writing is a skill which involves writer's ability in arranging letter, words and specific language sentence into written communication so that the readers understand the message or information wants to convey.¹ It means that writing is one of the skill to convey ideas that have been compiled in words up to paragraphs so that the reader understand the purpose of the text.

Meanwhile, Raymond said that writing is a way of learning in which none of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading.² We can conclude that before writing we must do some activity like thinking, probing, etc. To gain information and knowledge. In summary, writing is a skill to express something one's feeling in a text and need some activity in order to gain information to provide writing.

Tribble states there are five scoring criteria for scoring writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic³. It means that measurement of writing is needed to know whether the students

¹ Ubaidillah Rahman, Et Al, *Developing Ability in Writing Recount Text Trough Guiding Question*, Journal of english Education Departement. Vol 1 No2, 2012, p. 2

² James C. Raymond, *Writing (Is an Unnatural Act)*, (Newyork: Harper and Row, 1980), p. 2

³ Christoper Tribble, *Language Teaching Writing* (Oxford: Oxford University, 1996), p .130

have good ability in writing or not. From the explanation about writing ability, the writer conclude that writing ability is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the reader.

Text is usually taken as refering to the product- especially the product in its written form, since this is most clearly perceptible as an object.⁴ It means that the form of the text is written product whether the printed out or soft file. People use a text to get information from it. According to Knapp and Watkins, there are two main categories of text, literary and factual text. Literary texts include novels, epics, poems, daramas and sagas. Factual text deal with the exchange of knowledge (learning) in all of the learning areas.⁵ It means that the different of those two texts are in the purpose. Literary text is a written product to entertaining people, while factual text is written product that describes something based on facts to learning process.

Recount is a kind of text which retells the action happened in the past. According to Anderson a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of whatt occured and when it occured.⁶ It means that recount is one type of text in English that tells the story of events or experiences in the past to provide information or to entertain the reader.

⁴ M. A. K. Halliday and Cristian M. I. M Matheissen, *An introduction to Functional Grammar 3rd ed* (London: Oxford University Press, 2004), p. 542

⁵ Petter Knapp & Megan Watskins, *Genre, Text, Grammar* (Sidne: University of New South Wales Press Ltd, 2005), p. 30

⁶ Mark Anderson and Kathy Anderson, *Text Type in English 1*, (Australia: Macmillan, 1997), p. 49

Knapp and Watkins states that recount text is a sequential text that does little more than sequencing a series of events. It is the simple type of narrative genre.⁷ In other nation, Saragih, Silalahi, and Pardede state that recount text tells about events series and evaluate their meaning in someway.⁸ Based on the explanation above, it can be concluded that recount text is a kind of a text that retells past event or experience to give the information to the readers.

Based on the result student interview, the researcher found some factors of students problems in learning English especially in writing. They felt that English is hard lesson, the students less of vocabulary, do not understand about grammar and structure, less-self confidence, less practice, and have less motivation, in any way the teacher always teaches writing in the same way, the teacher did not make variation in teaching process.⁹ In order to prevent those situations and to increase students' recount writing text ability the teacher needed to find and to use an appropriate, fun, and effective strategy to teach writing and to motivate students to write so that the objectives of teaching and learning would be increased optimally.

Furthermore based on the result interviewed with English teacher, the teacher said that some of the eight grade students face difficulties in writing. When the students were given a task to write, they could not finish what they should write, they did not know how to develop their writing and also have

⁷ Peter Knapp and Megan Watkins, *Genre Text, Grammar: Technologies For Teaching And Assesing Writing*, (Sidne:University Of New South Wales Press Ltd, 2005), p. 223

⁸ Natanel Saragih, Roswita Silalahi, and Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kala Kudus Elementary School 2 Pematang Siantar*, *IQSR Journal and Social Science*, Vol. 19, (2014), p. 57

⁹ The students of Eight Grade of Smp Swadhipa 1 Natar, interviewed, In 1st August 2019, unpublished

difficulties in planning to write. The teacher also said that the students are lack knowledge about the steps on writing.¹⁰ Most of students got score below the criteria of minimum standard (KKM) 70, and this can be seen on the table below.

Table 1
The Students Writing Score at the Eight Grade of SMP
Swadhipa 1 Natar in the Academic Year 2019/2020

No	Class	Students' score		The number of students
		≥64	≤64	
1	VIII.A	10	17	27
2	VIII.B	4	22	26
3	VIII.C	4	22	26
Total		18	61	79
Percentage		22,78%	77,21%	100%

Source: Document of the English Teacher of SMP Swadhipa 1 Natar

Based on the table above, total number of students in failed category is higher than in passed category. There are 61 students in failed category (77,21%) than in passed category 18 students (22,78%) the criteria of minimum standard (KKM) in SMP Swadhipa 1 Natar is 64 it can be inferred that the achievement of the students in learning Writing is low. From the result above, it can be concluded that many students are poor in writing.

Therefore, the researcher assumes that the teacher must have another strategy to solves the students problem. It is important to choose an appropriate and interesting strategy to motivate and attract the students for the effectiveness their writing skill. The teacher uses Expository strategy in teaching writing.

¹⁰ Dian setyawati, *Interviewed of the teacher SMP Swadhipa 1 Natar*, 1st August 2019, Unpublished

Expository strategy is one of learning strategy that used in teaching learning, where the teacher is talkative.¹¹ It means that the teacher only focus on the theory, in addition based on the result of interview with the students, it was found that the students get difficulties in writing recount because they felt that english is hard lesson. Even, some students said that they felt bored in learning English because the teacher always teaches writing in the same way; the teacher does not make variation in teaching process, so they are confused and lazy to follow the lesson.

From the explanation above the researcher found the causes of the problem such as students' writing recount ability is still low because the teacher does not use interesting strategy which can ake the students interested in English learning, and the students have difficulties to develop their students to make a paragraph.

The are some alternative strategies to improve writing skill. One of the staregies that can be used is writing in the here and now to teach writing that written by Melvin Silberman in his book, the researcher is interested in that strategy because of the advantages such as improve students creativity, increasing imagination, to make the students more independence and responsible in their work, this strategy ask the student to write a report action in the here from their experience which has done.¹² Then writing in the here and now starategy allow the teacher to give the material depend on the topic

¹¹ Wina Sanjaya, *Strategies Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana PrenadaMedia Group, 2006), p. 179

¹² Mel Silberman. *Active learning: 101 Strategies To Teach Any Subject* (United States of America: A Simon & Schuster Company, 1996), p. 124

and situation in the class. For example, teacher ask the student to determine one topic that they want and then write down in the paper based on the topic and suitable materials.

When writing, students often have more time to think for themselves. They can express and express what they know in their minds, and even consult a dictionary, grammar book, or other reference material to help them. One of the main tasks of the teacher is to provoke interest and involvement of students in the classroom even when students are initially not interested in what is conveyed by the teacher. So, teachers must have their own strategies and expertise to make students interested in their activities. An important component in the learning process is strategy. Strategy as a procedure used in learning, thinking, etc., which functions to achieve Richards and Schmidt's sates that using appropriate strategies, the teacher will get easily in deliver material and students will understand and enjoy the material.¹³ It means that strategies can help teacher in teaching and learning process.

There are several previous research that relevant to the use of Writing In the Here and Now Strategy as follows:

Puji Setya Wibowo on his research “*Peningkatan Keterampilan Menulis Cerpen Berdasarkan Kehidupan Sendiri Menggunakan Metode Writing in The Here and Now dengan Media AudioVisual Pada Siswa Kelas X Sunan Ampel SMA WaliSongo Pacangaan* ” concludes that writing in the here and now strategy improved the tenth grade students’ learning achievment at

¹³Jack C Richard, And Schmidt Richard, Longman *Dictionary of Language Teaching &Applied Linguistic* (Great Britain: Pearson Education Limited), p. 559

senior high school sunan ampel walisongo pacangan.¹⁴ The implementation of writing in the here and now improved reached 72,51 in cycle 1 and increased 82,45 in cycle 2. This shows an increase in the minimum achievement criteria writing a short story from cycle 1 to the cycle 2 is 9,94 from the standard minimum score 75.

Ardiansyah in his research "*The Use of Writing In the Here and Now Strategy to Improve the Students' Writing Ability at MA YMPI Rappang*" concludes that the research show a great improvement in the students' writing ability in Descriptive text by using Writing in the Here and Now Strategy, the result of the research showed that the use of writing in the here and now strategy is able to improve the students writing ability that covers writing to explore their ideas, to organize their ideas, to use proper word in writing, to write paragraph by using correct grammar, and to use mechanics in writing text. It was proven by the result of post-test on experimental group with means score 56 and control group 49 with the value of t_{observed} (13,3) was higher than the value of t_{table} (4,02).¹⁵

Based on those explanations above, it can be concluded that the use of writing in the Here and Now Strategy is so effective in teaching learning writing. Based on these result, the researcher believes that the further research will also be effective as previous research. Eventhough there were differences

¹⁴Puji Setya Wibowo, *Peningkatan Keterampilan Menulis Cerpen Berdasarkan Kehidupan Sendiri Menggunakan Metode Writing in The Here and Now dengan Media AudioVisual Pada Siswa Kelas X Sunan Ampel SMA Walisongo Pacangaan*. Undergraduate thesis unpublished

¹⁵Ardiyansyah, *The Use of Writing in the Here and Now Strategy to Improve the Students Writing Ability at MA YMPI Rappang* (Undergraduate Thesis; Rappang, 2019), p. 55

between previous research with this research. The first previous research aimed to improve the students in short story writing skill. And the second previous research aimed to analyze and describe the improvement of writing in the here and now strategy. In this research the researcher do not need to improve students' writing ability, because the purposes of this research is to find whether there is significant effect of writing in the here and now strategy towards students' writing ability. Writing in the here and now as an alternative strategy that can be used for teaching English especially for teaching writing recount text. Finally, the researcher entitled this research "The Effectiveness of Writing in the Here and Now Strategy towards Students' Writing Ability in Recount Text at the Second Semester of the Eight Grade of SMP Swadhipa 1 Natar in 2019/2020 in the Academic Year .

B. Identification of the Problem

Based on the background of the problem above, the researcher makes identification, such as :

1. The students are get difficulties to express their ideas to write it in written form
2. The students less of vocabulary
3. The students do not understand about grammar and structure
4. The students less self-confidence
5. The students less practice
6. The students have less motivation

C. Limitation of the Research

The researcher is concern and limit the problem in this research on the Effectiveness of Writing in the Here and Now Strategy Towards Students' Writing Ability in Recount Text at the Second Semester of the Eight Grade of SMP Swadipha 1 Natar.

D. Formulation of the Research

From the research problem , researcher poses a research question: Is there any significant effect of writing in the here and now strategy towards students writing ability in recount text at the second semester of the eight grade of SMP Swadipha 1 Natar ?

E. Objective of the Research

The objective of this research is to obtained the empirical evidence of the effectiveness of writing in the here and now strategy towards students writing ability in recount text at the second semester of the eight grade of SMP Swadipha 1 Natar.

F. Uses of the Research

The uses of the research are as follow:

1. Practically

The result of this research may become new information to the English teacher about the effectiveness of the students' writing ability in recount text by using writing in the here and now strategy and also give information for futher research.

2. Theoretically

The result of this research are expect to support the previous theories about the effectiveness of writing in the here and now strategy toward students' writing ability in recount text in the eight grade of junior high school.

G. Scope of the Research

1. Subject of the Research

The subject of the research are students at the second semester of the eight grade of SMP Swadipha 1 Natar.

2. Object of the Research

The object of the research will use Writing in the Here and Now strategy and students' writing recount text.

3. The place of the reseach

The research will be conducted at SMP Swadipha 1 Natar.

4. The time of the Research

The research will be conducted at the second semester of the Eight G rade of SMP Swadhipha 1 Natar in the academic year 2019/2020.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. Definition of Writing

Writing is a form of communication where our message is conveyed to the reader in written form. According to Ubaidillah Rahman, et al., writing is a skill which involves writer's ability in arranging letter, words and specific language sentence into written communication so that the readers understand the message or information wants to convey.¹ This means that Writing is a form of communication where our message is conveyed to the reader in words up to paragraphs so that the reader can understand the aim of the text.

In addition, according to Brown writing is a written product which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and rhetorical conventions, putting all of them into a final product.² This means that writing is the result of thoughts that they bring to the final product.

Furthermore, According to Nunan Writing are physical and mental act (it is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible

¹ Ubaidillah Rahman, Et Al, *Developing Ability in Writing Recount Text Trough Guiding Question*, Journal of english Education Departement. Vol 1 No2, 2012, p. 2

² Brown H. Douglas, *Principle of Language Learning and Teaching*, (Newyork:Pearson Education Ltd, 2000), p. 335

to reader.³ From the explanation above we can relate this and conclude that cognitive events occur and cannot be separated during writing.

Meanwhile, Raymond said that writing is a way of learning in which none of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading.⁴ We can conclude from this that, before we start writing, we must carry out a number of activities, such as thinking, researching, etc. To gather information and knowledge. In short, writing is a possibility to express one's feelings in a text, and some activities are needed to get information to write.

2. Aspects of Writing

The author succeeds in writing if his writing contains several basic aspects of writing. There are five aspects that need to be addressed.

The five aspects of writing are as the criteria of good writing, these are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Language (the ability to write in appropriate structures).
5. Mechanics (the ability to use punctuation, capitulazion, spelling, and layout correctly).⁵

³David Nunan. *Practical EnglishLanguage Teaching*. (McGraw Hill Education; 1st Edition, 2003), p. 80

⁴James C. Raymond, *Writing (Is an Unnatural Act)*, (Newyork: Harper and Row, 1980), p. 2

⁵Christiper Tribble, *Language Teaching Writing*, (new york: Oxford University Press, 1996), p. 130

Based on the statement above, writing has five aspects: content, organization, vocabulary, language and mechanics. This is the aspect that the writer must use to get good writing.

3. Concept of Writing Ability

Many people say that writing is a difficult skill. Because writing skills cannot be achieved in a short time. This ability is difficult because the writer must consider several aspects such as grammar, vocabulary, punctuation and others. Brown says that for almost six decades now research and practice in English language teaching has identified the four skills, they are listening, speaking, reading and writing as of paramount importance.⁶ It means that writing is one of four skill that must be mastered by students. in addition Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.⁷ This means we can communicate using written language

Elbow also said that writing is the ability to create words or idea of the writer.⁸ This means that the writer communicates in writing. Based on the explanation above, this means that writing skills are one of the English skills aimed at expressing ideas, thoughts and feelings, so that the reader

⁶ H. Douglas Brown, *Teaching by Principles* (San Fransisco: Longman, 1997), p. 217

⁷ Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University press, 1983), p. 2

⁸ Peter Elbow, *Writing with Power Techniques for Mastering the Writing Process. Proposed from Rafika Mutiara's journal about Teaching Descriptive text by using Guided WH-Questions*, (New York: Oxford University Press, 1980), p. 53

can understand the writer's ideas, thoughts and feelings. The letter consists of various components that must be considered.

Writing is a complex process in which students not only express ideas for writing, but also know students' writing skills to make correct writing. Writing ability is the skill of a writer to communicate information to a reader or group of readers.⁹ This means that writing ability is the ability of individuals to share information with readers as written communication.

In addition, Brown also state design an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from unacceptable to be excellent. The categories are content, grammar, organization, vocabulary, and mechanic.¹⁰ It means that in doing writing, the students have to attend the five components of writing in order to create good writing.

From the explanation of the ability to write, the writer concludes that the ability to write is the ability to create words or ideas of the writer by expressing their ideas, feelings, and thoughts to send messages to the reader

4. Concept of Writing Process

According to Johnson, to make something need a process, so does writing. In a process involves many stages, each of which is as valuable as the next, each focusing on the overall design and purpose of the final product.¹¹ Here are the process of writing :

⁹ Sanggam Siahaan, *Issues in Linguistic* (Yogyakarta: Graha Ilmu. 2008), p. 22

¹⁰ *Ibid*, 130

¹¹ Andrew P. Johnson, *Teaching Reading and Writing: Guidebook for Tutoring and Remediating Students*, (USA: Littlefield Publishing Group, Inc, 2008), p. 179

a. Prewriting stage

During this stage, students explore and focus on the purpose, audience, topic and form that the writing task could take. This is the “getting-ready to-write” stage where writers take the time to explore thoughts and feelings, organize and jot down ideas, and develop strategy for how they will approach the writing.

b. Drafting stage

Compilation is the writer's first attempt to record an idea on paper. Quantity here is valued more than quality. If done correctly, the concept is expanded, a collection of ideas that are not connected. Most writing activities in class only cover the first two steps. Only designs that students find interesting or valuable should be continued with the next step.

c. Revising

This is the heart of the writing process. Here a piece was revised and reformed many times. The design stage is like throwing a large spoonful of clay into a potter. Revision is where you form blobs, add parts, delete parts, and constantly shape and change. Here you look for flow and structure. You read a paragraph and move a few things.

d. Editing

This is the phase where errors in grammar, spelling, and punctuation are corrected. A word of warning: the fastest way to damage a writing project that is good or detrimental to the writer is to insist that

step 4 is included in steps 1, 2 or 3. When the writer thinks about the mechanism of writing, drawing and reviewing or worrying about the level, suffering from the flow of ideas and qualities writing. Valuable brain space dedicated to generating and connecting ideas instead will provide a writing mechanism.

e. Publishing and sharing

This is where student writing is distributed to the public. Writing when this becomes real and alive. Publications can include compilation of textbooks, collections of writing schools or class newspaper schools or class magazines, or showing examples of short texts in halls or outside the community. The writing experience is enhanced by having students read their work in small groups, to other classmates or in large groups

B. Concept of Text

1. Definition of Text

A text is a meaningful linguistic unit in a context. A text both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or phrase or sentence or a discourse. It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full

semantic representation of their intended meanings.¹² It means text must have appropriate grammatical for written the text.

Furthermore, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call text.¹³ This means that the text is used by the writer as communication by regulating the structure of the text in the grammar of words, clauses and sentences. The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.¹⁴ In describing how a text forms, Halliday and Hasan in the Eggins were introduce the concept of texture.

Texture involves the interaction of two components:

a. Coherence

Coherence or the text's relationship to its extra-textual (the social and cultural context of its occurrence).

b. Cohesion

Cohesion refers as the way the elements within a text bind it together as a unified whole.¹⁵

¹² Ken Hayland, *Teaching and Researching Writing* 2nd Ed (Edinburgh Gate: Pearson, 2009), p. 8

¹³ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p. 29

¹⁴ Sanggam Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p. 3

¹⁵ Suzzane Eggins, *An Introduction to Systematic Functional Linguistic* 2nd Ed (New York: Continuum International Publishing Group, 2004), p. 24

Based on these statements it can be concluded that the text is a meaningful language unit in context related to the subject, with the help of correct grammatical and generic structures so that it can be understood by the reader.

2. Types of Text

Text is when these words are put together to communicate a meaning, a piece a text is created. There are two main categories of text-literacy and factual.¹⁶ It means that text is arranging of words to be a sentence in order to give a message to somebody. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are known as genre.¹⁷ However, Gerot and Wignel classify the genre into thirteen types. They are :

1. Spoof

Poof is a text that retell an event with a humorous twist.

2. Recount

Recount is a text to retell an event to provide or entertain information.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

¹⁶ Mark Anderson and Kathy Anderson, *Text types in English 2* (South Yarra: Macmillan, 2003), p. 1

¹⁷ *Ibid*, pp. 3-5

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.¹⁸

From the above explanation it can be concluded that there are many types of English education texts and the authors conclude that the text is a meaningful linguistic entity in the context and number of words spoken by someone in writing or orally to send a message.

In this research, the writer will focus on the new version. Students as the subjects of this study do not yet know the use of past tense. For this reason, researchers choose a type of recount text that uses past experience to present writing ideas.

3. Concept of Recount Text

Recount is a kind of text which retell the action happened in the past. According to cahyono, recount text is telling the experiences in the past. recount text presents the past experience in the series of events in detail.¹⁹ It means that recount text is the text is a type of text that retells an event in the past.

¹⁸ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (New south wales: GerdStabler, 1995), p. 192

¹⁹ Bambang Yudi Cahyono, *Teaching English by Using Various Text Type* (Malang: State University of Malang Press, 2011), p. 14

According to Knapp and Watkins, recount text is the simplest text type in the genre. In other nation, Saragih, Silalahi, and Pardede state hat recount tex tells about events series and evaluate their meaning in someway.²⁰

Based on the explanation above, it is concluded that recount is a type of text that retells past events or past experiences, the purpose of which is to provide information or to entertain the reader.

4. Types of Recount Text

Recount text is classified into five types. Derewianka explains that the five types of recount text, namely:

1. Personal Recount is retelling an event that the writer was personally involved in for example personal experience, personal letter, diary, entires, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.
2. Factual Recont is concerned with recalling evets accurately. It can range from everyday tasks such as accidents, structured research, science, new recording, and police report. The emphasis is on using lamguage that is precise, factual, and detailed so that the reader gains a complete picture of an event, experience or achievment.

Natanel Saragih, Roswita Silalahi, and Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kala Kudus Elementary School 2 Pematang Siantar*, *IQSR Journal and Social Science*, Vol. 19, (2014), p. 57

3. Imaginative Recount or literally recounts entertain the reader by recreating the events of an imaginary world as though they are really such as fiction.
4. Procedural Recount records the steps taken in completing a task or procedure. The use of technical term, an accurate time sequence and first person narration (I or We), give credibility to the information provided.
5. Biographical Recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person (I and We) is used. It is usually factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

Based on the five types of recount text above, the focus of the research is personal recount since it retells the activities in which the writer or speaker involves or done by her or himself.

5. Generic Structure of Recount Text

A recount text has a generic structure, Wardiman states that there are three generic structure, they are :

- 1) Orientation: Giving background information about who, what, where and when.
- 2) Events: A record of events usually recounted in chronological order.

- 3) Reorientation: Which “rounds off” the sequences of events or tell about what happened in the end.²¹

The example can be seen in Table 2 below.

Based on the theory above, it can be concluded that in writing recount text there are three generic structures as references for good writing they are orientation, events and reorientation.

6. Language Features in Recount Text

As we have learned that a text will have a language feature. Sudarwati and eudia grace stated that there are five language features in recount text. Here are :

- a. Introducing personal participants : I, my group, my family, my school, a younger brother,sister, mother, or the writerhim/herself.
- b. Using chronological connection : then, first, next, after that, first of all,etc.
- c. Using linking verb : was, were, saw, heard, etc.
- d. Using action verb :look, go, change, run, arrive, take, laugh, sing, etc.
- e. Using simple past tense, would + verb 1, past perfect tense, past continuous.²²

On the basis of the explanation above, students must pay attention to sentence patterns. Students must form grammar sentences in their recount

²¹ Wardiman Artono et al, *English in Focus for Grade VIII Junior High School (SMP/MTS)*, (Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008), p. 70

²² Sudarwati and eudia grace, *Pathway to English 1 Program Peminatan* (Jakarta: PT GeloraAksara Pratama, 2014), p. 121

text. Students must understand the time spent in the past if they want to write recount text.

According to explanation above, the example of recount text is as follows:

Table 2
Example of Recount Text

Organization	Text
Title	My Basketball Experience
Orientation	When i was in Junior High School, I really loved Basketball.
Event 1	Every Saturday afternoon i practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. He Would grounded anyone who came late and not obeyed the team's rules.
Event 2	With Mr. Sentana, our team won many tournaments in many big cities. Our team named after school, 67 team (from SMP 67) and we had so many fans too. Now, i still love basketball and have a team too.
Re-orientation	But, my parents warn me to play, attention more to study, basketball just for hobby.

Source: English in Focus for Eight Grade Junior High School (SMP/MTs)

C. Concept of Writing in The Here and Now Strategy

1. Definition of Writing in the Here and Now Strategy

Writing in the here and now strategy is a learning strategy that helps learner to reflects on the experiences that they have been through it directly. Writing strategies experinces directly or in the here and now (writing in the here and now) is a dramatic way to enhance self-reflection by asking the student to write a report at the time the action is (present tense) on a

experience they have (it happened here and now).²³ It means by writing students can more easily explore what is in their minds, because by writing students can imagine to tell their experiences as if it is happening now.

The here and now is one a concept perseption and a way of feeling, that is to say, a global experience, the feeling of extention of here and now is important, this situation at this moment may be thought of and felt in many ways, extention of the here and now is a subjective production that may be unconscious and may vary from moment to moment.²⁴ It means that here and now is a way to think and feel global experience in many situation and have variation from moment to moment.

Writing in the here and now is one of implementation in Active Learning, active learning is a learning that leads students to learn actively. When students are active it means they dominate learning activity. It assist them use their mind, whether to find main idea, to solve problem or apply what they had just learned in the matter of real life. Active learning is not only mental but also involves physic students are invited to participate in the all of learning process. Therefore, they will be happy and enjoy. Active learning is a teaching that invites students to learn actively. When learners learn actively, berate those who dominate the learning actively. Moreover, they are actively using the brain, either to find the main idea of the course material, solve problems, or just apply what they learned into a problem that

²³Melvin Silberman,L.,*Active Learning 101 Strategy Pembelajaran Aktif* (Yogyakarta: Pustaka Insan Madani, 2009), p. 186

²⁴Romano Biancoli, *the Dream Between Here and Now and There and Then*, *International Forum of Psychoanalysis*, Vol 12, no 4, 2010, P. 236

exist in real life. By this strategy, learners are invited in all learning processes, not only mentally but also physically involved. In this way learners will feel more pleasant atmosphere so that maximum learning outcomes.²⁵ So Writing in the Here and Now Strategy is one of strategy in active learning that can be used in writing to motivate students be active and use their brain to get good writing.

2. The procedure of Writing in the Here and Now Strategy

According to Silberman, the procedures of writing in the here and now Strategy. They are :

- a. Teacher asked the students choose the kind of experience that student have to write, such as recent problem, a family event, an experience with friends, funny experience, etc.
- b. Teacher inform the students about the kind of experience that has been choosing for the purpose reflective writing. Teacher tells the students that a valuable way to reflect on the experience is to relive it or experience it as it did the first time in the here and now. It will give more impact clearer and more dramatic in writing about something in the “there and then” or in the distance future.
- c. Teacher provide a white paper to be written by students and create privacy and quite condition.

²⁵ Hisyam Zaini, dkk. 2002. *Strategi pembelajaran Aktif* di Perguruan Tinggi Yogyakarta :CTSD (center for teaching staff development) Institut Agama Islam Negeri Sunan Kalijaga, p. 16

- d. Teacher instructs students to write, now, about the experience that has been selected. Tell them to start to remember the experience and write what they are doing and feeling. Teacher asks students to write as much as possible that they want, about the events that occurred. Asks students to write as much as possible that they want about the events that occurred and feel that produced.
- e. Teacher gives enough time to write. Do not let students feeling rushed. When completed, the teacher invites them to read their reflection in the here and now.
- f. Teacher and students discuss what new actions they might undertake in the future.

The Variation of “writing in the here and now” strategy as follow:

- a. To help students gain excited in writing imaginative, do group discussion that relevant to the topic will be assigned to them.
- b. Instruct students to tell each other what they have written. One alternative is to instruct students to read their work completed. The second alternative is to ask the couple to tell each other about what they are writing.²⁶

3. The Advantages of Writing in The Here and Now Strategy

Himatul Ulya explains the advantages of the writing in the here and now strategy as follow:

- a. Train and sharpen the imagination of students.

²⁶ Melvin Silberman, *Loc.Cit.*

- b. Enhance students' creativity.
- c. Improve morale and students' ability in writing.
- d. Increasing student understanding of the core message of the subject matter.
- e. Connect the subject matter with the realities of life.²⁷

4. The Disadvantages of Writing in The Here and Now Strategy

Himatul Ulya explains the disadvantages of the writing in the here and now strategy as follow:

- a. For some students who feel that they do not have experience which related to the subject matter or for students who have low linguistic intelligence will difficult in use this strategy.
- b. The use of time in learning activities less effecient. Because of, sometimes students much stall and delay the work. Moreover, if students are not accustomed in writing and expressing ideas, ofcourse it takes a long time.
- c. Deepening and students' mastery of subject matter reduced. Therefore, the focus of a strategy to target the writing strategy in the here and now is the experience of students in practicing of the subject matter, not the subject matter itself.
- d. Lack of time requires student to stall a lot their assignment.²⁸

²⁷Himmatul Ulya, *Pengaruh Strategi in the here and now terhadap keaktifan belajar siswa mata pelajaran pendidikan agama islam di SMAN 4 babat*. Undergraduate Thesis of UIN Sunan Ampel Surabaya 2010, pp. 21-22

²⁸ *Ibid.*

D. Concept of Teaching Writing by Using Writing in the Here and Now Strategy

There are steps in using writing in the here and now strategy with the students:

1. Tell the students about writing in the here and now strategy.
2. Asked the students choose the kind of experience that student have to write
3. inform the students about the kind of experience that has been choosing for the purpose reflective writing.
4. tells the students that a valuable way to reflect on the experience is to relive it, or make sure that the experience did the first time in the here and now. It will give more impact clearer and more dramatic than writing about something in “there and then” or in the distance future.
5. Instructs students to prepare a piece of paper, then create privacy and quite condition, show a picture to grow up their imagine about their experience.
6. Instruct the students start to write right now about the experience that has been selected. Tell them to start early experience and write what they are doing and feeling. asks students to write as much as possible that they want, about the events that occurred.
7. Gives enough time to write. Do not let students feeling rushed. When completed, the teacher invites them to read their reflection in the here and now.

8. Discuss with the students about what new actions they might undertake in the future.²⁹

E. Concept of Expository Strategy

1. Definition of Expository Strategy

Expository Strategy is one of learning strategy is used in the classroom, where the teacher focuses to explain the material, in other words the teacher is talkative.³⁰ Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students.³¹ This means that the expository strategy is a strategy where the teacher plays the most important role and only focuses on the teacher's material. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with the verbal explanation directly.³² It can be concluded that the expository strategy for one-way communication also illustrates that students' skills have limited knowledge, because students only focus on the teacher's explanation.

According to Astuti, expository teaching model is a model of learning that suppress the verbal process of delivering material from a teacher to a group of student with the intention that students can master the

²⁹ Mel Silberman, Op.cit, p. 186

³⁰ Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository* (Semarang: Studi Pendidikan IKIP Veteran, 2005), p. 59. Accessed on Desember 10th 2016. Unpublished.

³¹ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2006), p. 179

³² *Ibid*, p. 179

subject matter is optimal.³³ It means that expository is one kind of teaching model that can be used by the teacher orally to explain the material to the students in order to make the students master the material. Expository strategy is a form of teacher-oriented learning approaches.³⁴

According to Ausubel expository is a strategy that most effective and efficient way of teaching in instilling meaningful learning. Therefore in this strategy students do not only silent, take notes or just pay attention, but do practice questions or maybe ask each other questions.³⁵ It means that in this strategy the teacher checks the result of students' work individually too and if the result of the work are still considered to be imperfect, then it will be explained in a classical manner.

Based on this statement, the researcher concludes that the expository strategy is the teacher's strategy, with the focus or core material given directly by the teacher to the student with an explanation. With this strategy, the teacher is more active than the student.

2. Procedures of Expository Strategy

There are procedure of Expository Strategy:

1. Preparation

Preparation is very important step. The successful implementation of

³³ Novita Fuji Astuti, *Efektivitas Model Pembelajaran Expositori Hasil Belajar Siswa Pokok Bahasan Ayat Jurnal Penyesuaian*, Pontianak:Thesis S1 Universitas Tanjung Pura, 2010. unpublished

³⁴ Tuti Erita, *Meningkatkan Penguasaan Belajar Ips Melalui Strategi Expository*, Riau JurnalPajar (Pendidikan dan Pengajaran) Program Studi Pendidikan Guru Sekolah Dasar FKIP Universitas Riau, Vol 1 no 2, 2017, p. 242

³⁵ Bayu Atriyanto, "Pengaruh Pembelajaran Expository Terhadap Hasil Belajar Siswa (Surabaya:Jurnal Pendidikan Teknik Elektro, Vol 03, No 02, 2014), p.10

learning by using expository is very dependent on the preparation step.

2. Presentation

Presentation is the step of delivering learning material in accordance with the preparation that has been made.

3. Correlation

The correlation is a step that connects learning material with students experience or with things that allow students to involve the relationships that they already have.

4. Generalization

Generalization is the stages to complete the core of the subject matter that has been presented.

5. Application

This step of application is an important step in the expository strategy, because through this steps the teacher will be able to gather information about mastery and understanding of subject matter by students.³⁶

3. Advantages and Disadvantages of Expository Strategy

The advantages and disadvantages of using the expository strategy as a strategy when writing the learning process for learning English. There are several advantages and disadvantages to using an expository strategy: these are:

a) Advantages of Expository Strayegy:

1) Through this strategy the teacher can control the material and this

³⁶ Tuti Erita, *Op, Cit.*, p. 244

strategy can be used of the total students, in another word in the large class.

- 2) Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.

Based on this explanation, it can be concluded that with the expository strategy students have strength through verbal statements from their teacher. Using this strategy, students will focus more on the teacher's explanation..

b) Disadvantages of Expository Strategy:

- 1) This strategy only can be done for student that have good listening ability and give good attention. For student do not have good listening ability, need another strategy.
- 2) Because this strategy is given by talkactive teacher so that, it is difficult imcrease students ability in socialization inter personal related and critical think ability.
- 3) this strategy happen in one way communication, than opportunity for controling the student understand about the material is limited. Beside that the one way communication can cause the students knowledge is nerrow about what their teacher given.³⁷

Based on this explanation, it is concluded that the expository strategy has vulnerabilities to be used in writing lessons. To solve problems, the teacher must explain the material slowly and clearly, and

³⁷ *Ibid.* p. 192

the teacher must make the learning process enjoyable by giving students the opportunity to be active.

4. Teaching Writing Recount Text by Using Expository Strategy

1. The teacher prepare the material that related with recount text for the students.
2. The teacher presents the material recount text and give an example of recount text for the students.
3. The teacher explains about recount text with generic structure.
4. The teacher asks the students to make a recount text based on the experinces that the students have.
5. The teacher gives conclusion in the end of material.³⁸

Based on the explanation, it can be concluded that the procedure of teaching procedure text writing through expository strategy start from the teacher prepares until the teacher closes the material.

F. Frame of Thinking

Based on the background of the study, the researcher came to the point that writing is important in language learning because it is related to the purpose of teaching English to improve students' spoken and written language skills. One of the texts that you need to master is writing recount text. As we know, writing recount text is one of the eighth grade English materials based on the curriculum. The purpose of learning recount text based on the

³⁸ *Ibid.* p. 192

curriculum is to enable students to produce written experiences. However, students still have difficulty writing recount texts, especially to express ideas. They are confused about what to write, they do not know how to develop their writing.

Writing is the ability to express something in writing. This is the process of providing information or expressing your own feelings in a text, and requires some activity to get information about writing. Recount text is a fictional text that recounts past events, told chronologically and intended to entertain the reader. Researchers are considering using strategies to teach recount texts here and now. This is a pre-writing activity that invites students to reflect on their experiences here and now in writing. This helps students generate and organize ideas clearly before they start writing.

G. Hypothesis

Based on the theories, thoughts, and explanation above, the writer formulated the hypothesis as follows:

Ha : There is significant effectiveness of using Writing In The Here And Now Strategy towards students' writing ability in recount text at the second semester of the eight grade of SMP 1 Swadipha Natar in the 2019/2020 academic year.

Ho : There is no significant effectiveness of using Writing In The Here And Now Strategy towards students' writing ability in recount text at the second semester of the eight grade of SMP 1 Swadipha Natar in the 2019/2020 academic year.

1. For teacher

- a. Teacher should give clear explanation about the writing in the here and now strategy before the students use it on their writing. The rules of writing in the here and now strategy might make the students confused.
- b. Teacher should make the class situation is more creative to avoid students feeling bored in learning recount text.
- c. Teacher should know the level of learners in the class. The slow learners need more extra treatment in writing.

2. For students

- a. The students should know the Writing in the Here and Now and Recount text have similarities. The students should know each structure of writing in the here and now.
- b. The students should study hard and more practice in writing English to increase their writing ability. They should be active in learning activity.

3. For the Next researcher

- a. The researcher applied writing in the Here and Now Strategy to increase students' writing recount text. Further, other researchers should conduct this strategy on the different skill or components of English.
- b. In this research, the researcher used Writing in the Here and Now Strategy to help students' in writing recount text of Junior High School. Further other researchers should conduct this strategy on different level of students.

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